



**HIST 441-11 World War I  
Spring 2013**

Dr. Ryan Floyd

Office: LC 363

Office Hours: \*\*\*by appt

\*\*\*set appoints via e-mail and include a short description of what you would like to discuss.

Phone Number: 338-8786

E-mail: mrfloyd@lander.edu (this is the best way to reach me)

Course Credit: 3 hours

Prerequisite: Engl. 102 & 100-level History surveys.

Recommended prerequisite: HIST 201

**COURSE DESCRIPTION**

Welcome to History 441 "World War I." World War I was a cataclysmic event that changed the political, social and economic face of the world. Using a team-based approach we will explore the causes, battlefield experiences, the home front, imperial and overseas impact and consequences of this global conflict.

**Related National Council for Social Studies Standards:**

**NCSS 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, and 1.10**

**REQUIRED TEXTS:**

Hew Strachen, *The First World War*, (Penguin Books, 2005).

**ISBN-10:** 0143035185

Marilyn Shevin-Coetzee (Editor), Frans Coetzee (Editor), *Empires, Soldiers, and Citizens: A World War I Source Book*, (Wiley-Blackwell, 2012).

**ISBN-10:** 0470655836

Additional readings are available on reserve in Blackboard.

A note on reading: By this point in your college career, I am certain you are aware that history is a reading-intensive subject. This class is no exception. Considering the importance of class discussion to this course, every student should do their best to be prepared. It is unfair to your classmates to do otherwise. Plus, considering your decision to take this course, I assume that you do not find heavy reading assignments daunting.

Be certain that I will hold you responsible for the content of the assigned readings.

### **TECHNOLOGY REQUIREMENTS**

Students must have:

- A reliable working computer that runs Windows XP or Windows Vista.
- A Lander e-mail account that you can access on a regular basis
- E-mail software capable of sending and receiving attached files.
- Access to the Internet with a 56.9 kb modem or better. (High speed connection such as cable or DSL preferred)
- A personal computer capable of running Netscape Navigator 7.0 or above, Internet Explorer 6.0 or above, or current versions of Firefox or Mozilla. Students who use older browser versions will have compatibility problems with Blackboard.
- Microsoft WORD software. (I cannot grade anything I cannot open! This means NO MS-Works, NO WordPad, NO WordPerfect)

Virus protection software, installed and active, to prevent the spread of viruses via the Internet and e-mail. It should be continually updated!

### **Internet Access**

- "Not having a computer" or "computer crashes" are not acceptable excuses for missing assignments. Have a backup plan in place in case you have computer problems.

### **Contact Information for Technical and Course Content Issues:**

To obtain assistance with technical issues (removing pop-up blockers, trouble opening pages or quizzes in eLearning, etc.,) please contact the IT Help Desk located on the lower level of the Jackson Library, 864-388-8234 or email [Help@Lander.edu](mailto:Help@Lander.edu).

## **ASSIGNMENTS AND EXAMS**

This course has a unique design. It does not have a lecture component. Instead it focuses on team work, the evaluation of primary and secondary sources, film reviews, class discussions and group presentations.

### **Break-out sessions:**

Prior to class on Mondays, each student must read the assigned chapter/ article that we will cover during the class period. When we meet for class, students will break into their groups to discuss the chapters. During the thirty to forty minute break-out sessions, teams will create a set of comprehensive notes that includes detailed information on the major themes, events, people and places addressed in each chapter.

**We will then reconvene as a class to discuss the notes.**

**\*\*You may use your laptop/tablet to take notes in the class. I reserve the right to rescind this privilege for anyone who is using their electronic device for anything other than the course assignments.**

### **\*\*\*Chapter Outlines (10 pts each - I will factor the total score into your in-class work grade):**

If evidence suggests that students are not reading prior to class, I reserve the right to begin assigning chapter outlines. For each assigned chapter in *The First World War* textbook students will have to take notes and turn in a chapter outlines. The purpose of this assignment is to insure that each student reads the chapters thoroughly and has a set of notes that is comprehensive enough to help them prepare for discussions and exams.

Students must submit the notes in a bullet point format which includes detailed notes on the major arguments, themes, events, people and places addressed in each chapter. See example in Blackboard.

Each Monday (by 9:00 in the morning) students must submit the notes under the **Journal** tab in Blackboard. Starting at 9:00 AM late assignments will lose one letter grade for each day - up to three days. **At that point the student will earn a zero on the assignment.**

**In-Class Discussions:**

Each week we will have an in-class discussion based on the chapters in *The First World War*, selected articles on reserve in the library, the film, and primary source selections in *Empires, Soldiers, and Citizens* that we will review. (See calendar for dates.)

If you do not attend every class session and come prepared you will not do well in the course. This is not a lecture course. Its success and your success depend on your participation. You have an obligation to your classmates to come to class prepared and ready to engage in the discussion. You can bring your worksheets (see below) to the discussion. Students will be graded on their behavior and their contributions to classroom discussions. Class participation cannot be made up.

See scoring rubric in Blackboard.

**II. Pop-Discussion/Document quizzes (10 pts each - I will factor the total score into your in-class work grade)**

Randomly throughout the semester I will administer pop quizzes based on the required readings for the discussion. These quizzes will take place at the beginning of class. The quizzes cannot be made up if you are late or absent. Students arriving while the quiz is in progress will not receive additional time to take the quiz.

**Primary Source Worksheets (5 pts each - I will factor the total score into your in-class work grade):**

For each set of primary source readings, students must type up a personal analysis (based on the Primary Source Worksheets) that demonstrates that they understand and have thought critically about the material. (See Grading Rubric and Analysis Worksheet on Blackboard)

I will collect the typed worksheets at the end of the In-Class discussion. You cannot turn in a worksheet late.

**A Note on Primary Source Documents:** Historians generally treat primary source documents as more "correct" or compelling than materials written later. But it is important to remember that all documents were created for some specific purpose and authors

often had their own interpretive viewpoints. When historians revisit these "primary" sources they must consider the authors' interpretations - and often the historian must interpret the document itself. When reading the primary sources remember that a given source does not necessarily represent "truth" just because it is older or written by a contemporary to events. Always stop for a moment to consider the motives of the author. You may be familiar with reading secondary sources in this manner; treat the primary documents with similar caution. Remember that the primary source documents are an integral part of each module. Your submitted assignments must reflect a thorough understanding of the information presented in the articles and the primary source documents.

**Research Paper and Presentation [110 pts = (Paper Outline 10 pts + Final Draft 100 pts)]:**

The purpose of this assignment is to allow students to conduct research on topics that are not focused on in the assigned text for this course. Students will have the opportunity to choose from the topics listed below on a first come first serve basis. Students should e-mail me (no later than January 18) to reserve one of the topics.

**Options for Paper topics:**

- Did Great Britain conduct a legal naval blockade?
- Did Germany act unjustly in Belgium?
- How effective was propaganda in Great Britain?
- Code breaking: significant or not?
- Compare German and British civilians' experiences during the war.
- What was the key advantage that the Allies had over the Central Powers?
- What was the key advantage that Germany had over the Allies?
- How effective was Germany's u-boat campaign? Was it a bad decision?
- Did Woodrow Wilson violate American neutrality?
- What was the real turning point for the Germans and why?
- How did literature change as a consequence of the war?
- Did the outcome of the Versailles Treaty really provoke the Second World War?
- Who was the best German commander?
- Who was the best French commander?
- Who was the best British commander?
- Who was the best Russian commander?

- Did technology help the Allies win?
- What was the United States's major contribution in the First World War?
- "Lawrence of Arabia": does he deserve his legendary status?
- What was the most important battle of the war?

\*If you think of another topic that you really want to explore (by -January 18) I will consider it if you write up a formal half-page proposal and send it via e-mail.

The short 6-8 page papers (not including the bibliography) will help you to demonstrate your ability to think critically about primary and secondary sources, develop and defend a thesis, use proper citation techniques, and write clearly, professionally and succinctly. (Basically, now you get the opportunity to put the skills that you learned in Hist. 201, Hist. 390 and Hist. 391 into action.)

All students must turn in (via e-mail and hardcopy) a bullet point outline of the paper and a final draft. In the outline you must point out your thesis, the major points you plan to address and the conclusion. The outline must be accompanied by a list of primary and secondary sources you plan to use for your paper.

See the calendar for due dates.

#### Rules for papers:

- 1) Papers must be written in Times New Roman (12pt font), double spaced and blocked.
- 2) Papers must use the Chicago Style Citation for ALL quotes and references to secondary material. Use the link below to access a free online copy of the Chicago Manual of Style.

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

- 3) You must use footnotes.
- 4) You must use the primary, secondary and internet source requirements listed below.
- 5) Text must not start below inch two on the first page. You only need one line for your title and one line for your name/date/course.
- 6) See Tip sheet in Blackboard for more and listen to the professor for any additional instructions.

**Primary Sources:**

The Lander history faculty expects students to explore and evaluate primary sources and incorporate them into their research. Consequently, students must locate relevant primary source collections. These can include, among many others, published and unpublished sources such as diaries, official and unofficial correspondence, speeches, newspapers, memoirs, official memoranda, legal documents, photographs and oral histories.

Students must examine and cite a minimum of three separate primary source COLLECTIONS. A single document does not count as a collection, but you may use individual documents within the paper. With the previous approval of the professor, some exceptions are possible.

**Secondary Sources:**

Students must use a minimum of seven secondary sources. These secondary sources can include books published by university and academic presses and articles in academic journals (other secondary sources may be included if approved in advance by the professor.)

**Using the Internet:**

You are not allowed to use internet websites as credible secondary sources. You can only use the internet as a means of locating scholarly books and articles and primary source databases. Citing primary sources that are located in credible online databases is acceptable.

\*\*\*Lander has an excellent library staff. Students can contact me or one of the Research Librarians for help on locating sources.

I highly recommend contacting Research Librarian Mr. Michael Berry. [mberry@lander.edu](mailto:mberry@lander.edu) If you set an appointment to meet with Mr. Berry, he can help you locate a plethora of resources.

**Where to look for sources:**

A good starting place is our library catalog and PASCAL. Our library has a large collection of books, articles and published primary sources related to the Second World War. PASCAL (accessible through our library catalog) provides access to 100s of books at universities and colleges across the state.

<http://library.lander.edu/>

You can also look at [www.worldcat.org](http://www.worldcat.org). This site is a large global library catalog that will provide information on 1000s of books, articles and primary sources that you may be able to obtain via Inter-Library Loan (ILL).

Proper Citations:

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

\*I will subtract points for improperly cited footnotes.

\*\*If you are confused about how to cite resources, check with me rather than guessing.

\*\*\* See section on Plagiarism. I will check all research papers using Turnitin.com.

### **Presentations:**

On the last day of class (prior to the exam day) students must make a 5-7 minute formal presentation to the class that is based on their research paper. Presentations can include a PowerPoint slide show. If you are talented at using Windows Movie Maker, you can create the presentation in advance and play the movie on presentation day. (If you choose this option please let me know in advance.)

Considering that the presentations will take place on the last day of class prior to the exam, students will not be able to turn in a late presentation or complete make-up work for missing the presentation. Missing the presentation day may result in an F on the assignment.

### **Exams:**

Each student will complete a mid-term and final exam in class (during regular class time). The exam will include one Triad style short answer (30%) and one essay (70%) that are based on the primary and secondary sources covered in the course.

For the Tirads I will provide three major key terms from the text. It is your responsibility to define each term, explain how they are connected and point out why they are significant.

In order to earn a good grade (A/B) on your essays, you must provide a **detailed** answer that includes specific examples from the readings. This means that you must include an assessment of important people, organizations, actions, statistics and events.



And demonstrate that you are able to tie all the major people, organizations, actions, statistics and event together.

For the exam I will select three of the six to ten possible essay questions (provided to the students in advance). Each student must choose and answer one. Quality is more important than quantity; however, essay answers must be no less than 2.5 pages in length.

I highly recommend formulating the essays in advance and that you practice writing them several times BEFORE you take the exam.

\*\*\*You will have 1.5 hours to complete each exam.

### **Scoring Rubrics:**

**Scoring Rubrics for the Chapter Notes Journal, Primary and Secondary Source Worksheets, In-Class Discussions, the Research Paper, and Presentations are posted in Blackboard.**

**Evaluation of student performance will be based on the following:**

- ▶Participation (Break-out and In-Class Discussions) = 100 pts
- ▶In-Class Work = 100 pts
- ▶Research Paper =110 pts
- ▶Presentation = 50 pts
- ▶Mid-Term Exam = 200 pts
- ▶Final Exam = 200 pts

### **ASSIGNMENT OF GRADES**

All grades will be posted in the student grade book in Blackboard. I will assign grades according to the following scale:

A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	59% and below

**MAKE-UP****WORK****POLICY:**

Missing any part of this schedule may prevent completion of the course. If you foresee difficulty of any type (i.e., an illness, employment change, etc.) which may prevent completion of this course, notify the instructor as soon as possible. Failure to do so will result in failure for an assignment and/or failure of the course.

If I have not heard from you **by the deadline dates for assignments, exams, or forums**, no make-up work will be allowed (unless extraordinary circumstances existed, such as hospitalization). Requests for extensions must be made in advance and accompanied by appropriate written documentation if the excuse is acceptable to the instructor. "Computer problems" are not an acceptable excuse.

**ATTENDANCE POLICY:**

All students are expected to attend all classes. Roll will be taken each day. **After three absences, your course grade will drop by 1/3 of a letter for every additional class you miss.** If you must miss class, be sure to obtain lecture notes from a classmate and read all applicable assignments. Attendance is strongly tied to class performance; therefore, I urge each of you to attend class regularly. If you are absent with an excuse, please let me know. Un-excused absences from all quizzes, exams, or the final will result in a "0." Excused absences for reasons such as illness requiring medical care, college activities, religious holidays, etc. **must be documented.** I must approve exceptional cases. Incompletes will **rarely** be given only (i.e. almost never!).

\*\* I will also take into account tardiness and leaving early when assigning attendance grades. (Three tardies/ early exits = one absence) If you do come late and or have to leave early, quietly come in and exit through the back door.

**Please note that in order to be attentive, you must be awake. You will not be counted present if you are sleeping, working math problems, reading your literature book, text messaging, talking, playing on the internet, reading the newspaper, gazing out the window, etc.**

**Accommodations:**

If you have now or develop during this semester a physical or learning disability and you want your professor to make reasonable accommodations for that, you must contact the Lander University Wellness Center, 388-8885, [studentwellness@lander.edu](mailto:studentwellness@lander.edu). Once the Wellness Center has received appropriate documentation, they will inform your instructors.

**Classroom Responsibilities (Approved by the Lander Faculty):**

All Lander students will...

- 1) Read and follow their professors' syllabi, including course guidelines and procedures, to be prepared for class.
- 2) Check their Lander e-mail accounts daily and check blackboard daily (if used in class) for announcements, assignments, etc.
- 3) Be aware of each professor's absence and tardy policies.
- 4) Communicate concerns about classes to their professors, including asking for clarification if the student does not understand an assignment or expectations.
- 5) Be courteous to peers, professors, and the learning environment, avoiding the following disruptive classroom behaviors: sleeping, inappropriate talking, inappropriate laptop use, rudeness, doing homework for other classes, text messaging and answering cell phones.
- 6) Not give, use or receive unauthorized aid in academic activities because these are serious violations of academic integrity.
- 7) Know and accept the consequences of committing plagiarism, which could include receiving a failing assignment grade, failing the course, or being suspended from the University.

**Policy concerning Cell Phones (Approved by the Lander faculty)**

Cell phones are to be turned off before entering the class (lab, clinical, etc.) and shall remain off for the duration of the class. If there is an extenuating circumstance which requires the cell phone to be left on during a class, the student must obtain permission prior to the class from the instructor to leave the phone on vibrate. Cell phones are not to be visible or used at any time, especially during quizzes and exams. Each instructor reserves the right to further restrict the use of cell phones in class

and to determine the consequences of not following this policy.

**Academic Misconduct:**

All acts of dishonesty in any work constitute acts of academic misconduct.

**Honor Code:** In order to maintain a high standard of academic excellence, Lander University and this instructor supports an academic honor code for which both faculty and students are responsible. The complete text of the code is presented in the *Student Handbook* available from the Office of Academic Affairs and Student Affairs.  
<http://www.lander.edu/Libraries/Site Documents/Student Handbook.sflb.ashx>

## COURSE CALENDAR AND SCHEDULE OF ASSIGNMENTS

The course assignments are due according to the following schedule.

**Calendar is subject to change. Please pay attention to me for updates.**

### First World War Calendar

Week and day	<i>The First World War</i> Chapter / article for Break-Out sessions	Discussion	Exam dates and additional due dates
	**= on reserve		
<b>Week 1</b> January 7	Introduction		
January 9	**Hamilton and Herwig, "European Wars: 1815-1914"		(Set up teams)
<b>Week 2</b> January 14	To Arms		FILM - Explosion
January 16		Empires, Soldiers and Citizens: The Mood in 1914	
<b>Week 3</b> January 21	<b>MLK day</b>		
January 23	**L.C.F. Turner, "Significance of the Schlieffen Plan"		FILM - Stalemate
<b>Week 4</b> January 28	Under the Eagle		
January 30	Global War		FILM - Total War
<b>Week 5</b> February 4		<i>Empires, Soldiers and Citizens: War to the East and South (73-124)</i>	
February 6	Shackled to a Corpse		
<b>Week 6</b> February 11	**Stevenson "The Land War in Europe: Strategy"		Film - Slaughter
February 13	Breaking the Deadlock		
<b>Week 7</b> February 18	**Johnson, "Breakthrough!: Tactics, Technology, and the Search for Victory on the Western Front in World War I"		

February 20		<i>Empires, Soldiers and Citizens: War on the Western Front</i> (37 - 72)  Technology on the Battlefield (125-138)	
<b>Week 8</b> February 25			<b>Midterm Exam</b>
February 27	Blockade		Film - Total War
<b>Week 9</b> March 4		<i>Empires, Soldiers and Citizens: The Naval War</i> (139-147)	<b><u>Paper Outline due</u></b>
March 6	**The Home Front (1914-1919)		
<b>Week 10</b> SPRING BREAK			
<b>Week 11</b> March 18	Revolution		
March 20		<i>Empires, Soldiers and Citizens: Dissent, Mutiny and Revolution</i> (277-326)	Film: Paths to Glory
<b>Week 12</b> March 25			Film: Paths to Glory  <b><u>Final paper due</u></b>
March 27	Germany's Last Gamble		Film: Collapse
<b>Week 13</b> April 1	War Without End		
April 3		<i>Empires, Soldiers and Citizens: Legacies</i> (327-356)	FILM - "All Quiet on the Western Front"
<b>Week 14</b> April 8			Presentations
April 10			Presentations
FINAL EXAM			TBA